



Saving Wild Florida: Do Your Part! 3rd – 5th

Learning Objectives: Students will be able to discuss the importance of the three “Rs” – reduce, reuse, recycle. They will be able to identify ways to reuse materials in their daily lives and why it’s important.

Background: We all use a variety of items every single day. The clothes we wear, the food we eat, the water we drink – these are all examples of resources. Resources are things that we use to help with our normal tasks, aiding in our survival. Some resources are renewable, while others are nonrenewable.

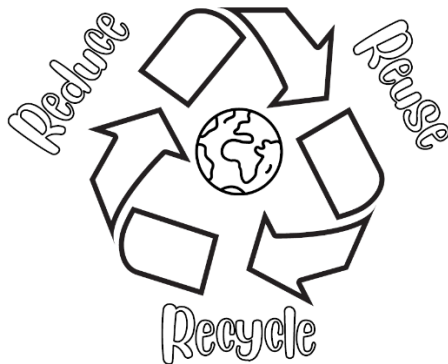
Renewable resources cannot be completely used up or can be replaced within a human lifespan. Examples of renewable resources include the sun, air, water, and soil. Nonrenewable resources cannot be replaced after they are used, within a human lifespan. Examples of nonrenewable resources include gas, minerals, and metals.

In order to ensure we do not deplete all of our nonrenewable resources, we can take small actions daily by reducing, reusing, and recycling (3 Rs). These small actions make a difference, and every little change counts.

We can reduce our consumption by buying only what we need, rather than buying everything that we want. Additionally, we can reuse items in a new way, instead of just throwing them away. Sometimes we can’t reduce or reuse our consumption, so that’s where we introduce the third R – recycle. When we have to use nonrenewable resources, like plastic, we can recycle the item when we’re done, instead of throwing it away.

- **Additional Information:** [Reduce, Reuse, Recycle Video \(3:39\)](#)

By making these simple changes, we can ensure that these resources are here for a long time, not only for us, but for plants and animals as well!



Activity 1: Renewable or Nonrenewable?

Preparation:

- Print Renewable or Nonrenewable worksheet (page 5).

Instructions:

- Share video below and discuss renewable and nonrenewable resources.
 - [Renewable vs Nonrenewable resources \(3:25\)](#)
- Pass out worksheets and ask the students to write the definitions of renewable and nonrenewable in their own words.
 - Renewable: a resource that cannot be used up or that can be replaced within a human lifespan. Examples: air, water, soil.
 - Nonrenewable: a resource that cannot be replaced after it is used, within a human lifespan. Examples: gas, minerals, metals.
- Ask students to draw one example of each.
- Take students around the school or outside and ask them to write down resources they see, sorting each into the respective category.
- Wrap-Up: Discuss impacts of using renewable versus nonrenewable resources. Continue to Activity 2 to reuse some nonrenewable resources.

Additional resources for students:

- [Britannica Kids, Natural Resources Article](#)
- [Renewable and Nonrenewable Resources \(1:42\)](#)
- [Renewable vs Nonrenewable \(13:20\)](#)

Activity 2: Something Old to Something New



[Upcycled Bird Feeder Craft Instructions:](#)

Supplies:

- Milk carton or jug
- String
- Beads
- Sticks (can reuse chopsticks)
- Coloring supplies



[Plastic Water Bottle Planters Instructions:](#)

Supplies:

- Plastic water or soda bottles
- Seeds
- Soil
- Coloring supplies
- Scissors

Wrap-Up: Discuss as a class how reusing these items instead of throwing them away can lessen human impact and benefit wildlife. Continue to Activity 3 to discuss how more items can be reused.

Activity 3: Trash or Treasure?

Preparation:

- Print Trash or Treasure worksheet (page 7).
- Print Reflection worksheet (page 9).

Instructions:

- Pass out Trash or Treasure worksheet.
 - Ask students to think about other items they throw away often. How can we reuse these items in different ways?
 - Students should write their answers into the worksheet.
- Wrap-Up: Explain how this is an example of the Three Rs – reduce, reuse, recycle.
 - In Activity 2, we reused something that we would normally throw away and were able to create something entirely new.
 - Pass out the Reflection worksheet to discuss more ways to implement the Three Rs.



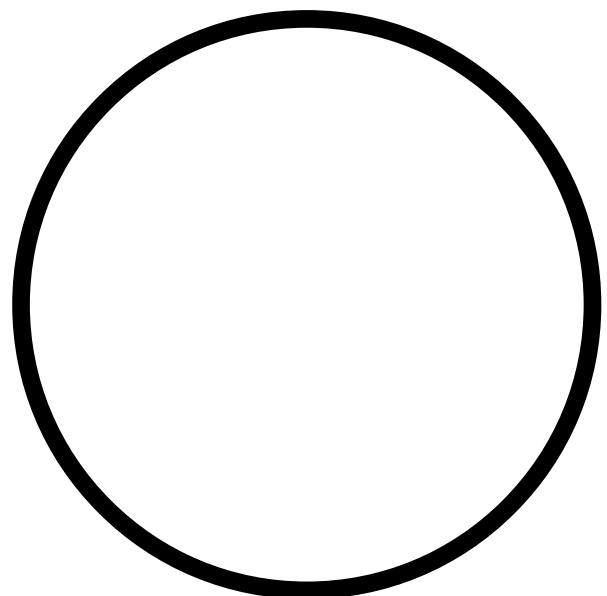
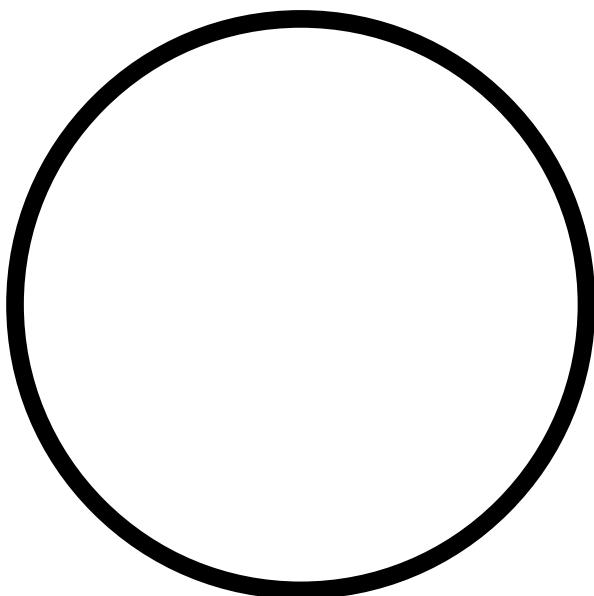
Name: _____

Renewable or Nonrenewable?

Write the definition for each of the following words and draw an example:

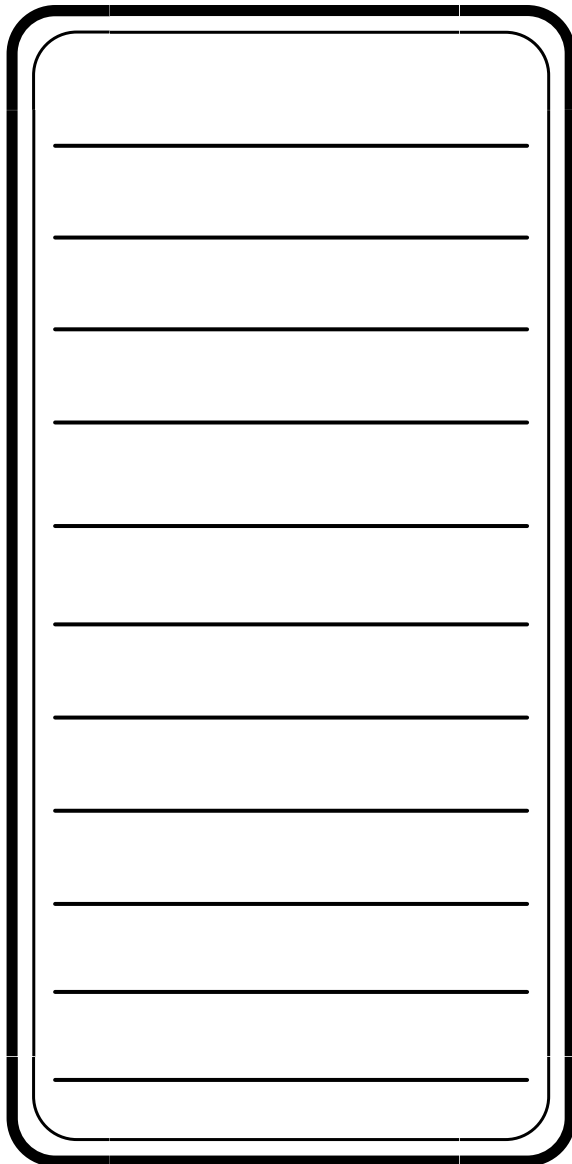
Renewable:

Nonrenewable:

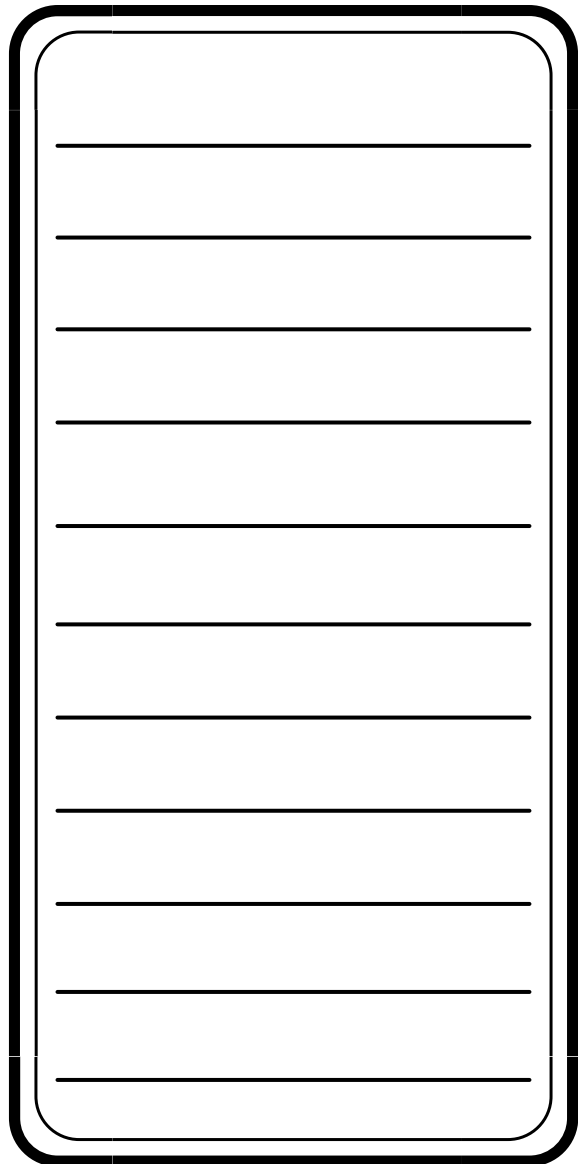


**Now, let's see how many resources we can find
around us right now!**

Renewable



Nonrenewable



Adapted from Renewable or not? PLT Activity

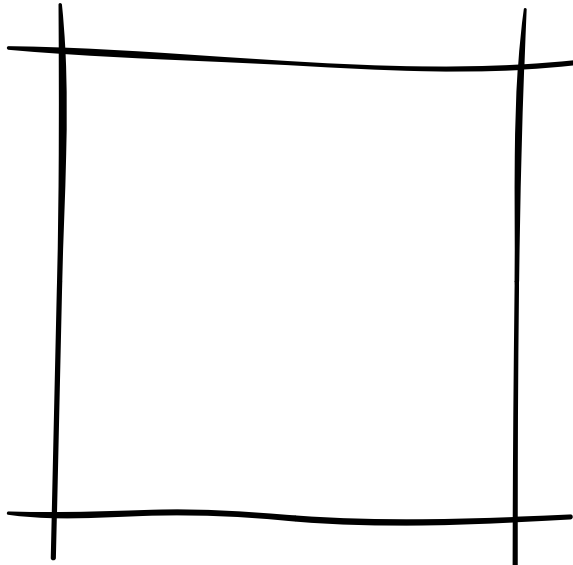
Name: _____

TRASH OR TREASURE?

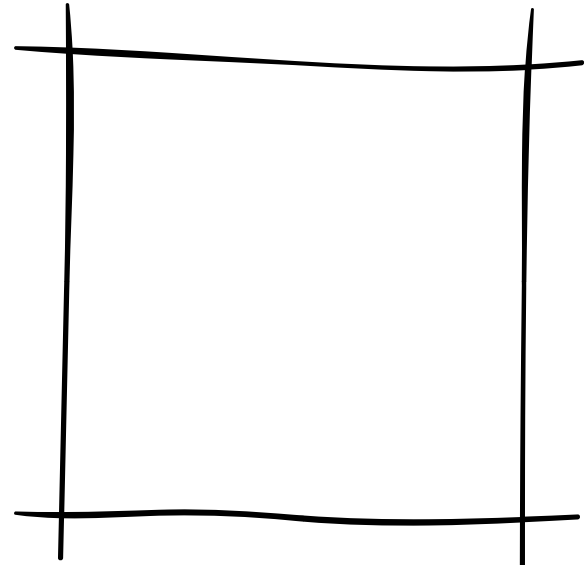
Think about something you throw away often. How else can you use it?

ITEM: _____

USE 1:



USE 2:





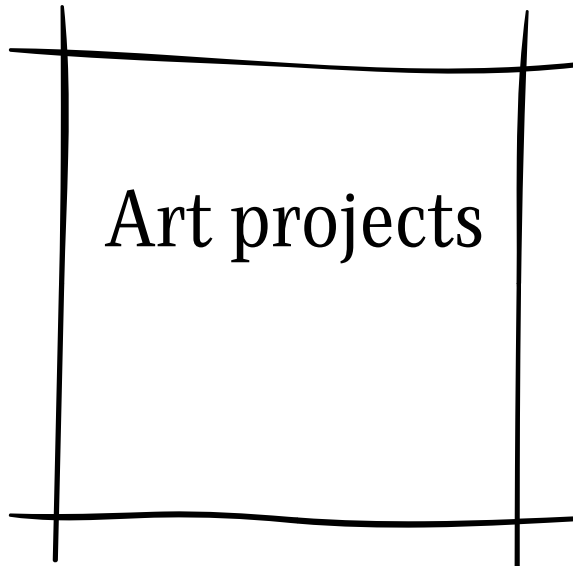
EXAMPLE

TRASH OR TREASURE?

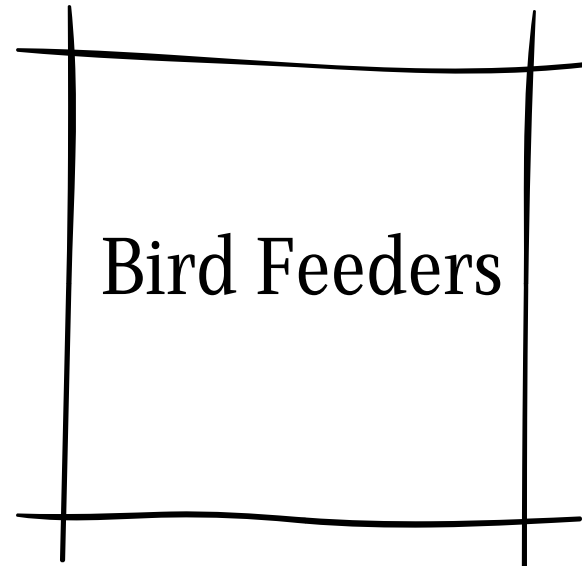
Think about something you throw away often. How else can you use it?

ITEM: Toilet Paper Tube

USE 1:



USE 2:



Name:

R-R-Reflection

It's important to me to lessen my impact on the planet because...



Ways I can *reduce*:

- Use a reusable water bottle
instead of a plastic one

- _____

- _____

Items I can *reuse*:



Items I can *recycle*:

